

EXAMINING SOCIAL  
EMOTIONAL ASPECTS  
FOR  
CULTIVATING A COLLEGE  
GOING MINDSET

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## ANDREW WEATHERILL

- Previous to his current position as Director, Andrew served as the Secondary School Counseling Consultant of the Student Support Services Project in the Bureau of Exceptional Education and Student Services at the Florida Department of Education. He has extensive experience in school counseling, having been a school counselor and held the district level position of Supervisor of School Counseling for the Pinellas County Schools. He currently serves on the Board of Directors for the Florida School Counselor Association.
- Andrew has extensive experience training school counselors in delivery of academic, social/emotional, and career and college readiness programs. As the Director of the Student Support Services Project, he presents and trains across the state to school district administrators and school based student services personnel. .



## OUR LATEST “ACTIVE” FAMILY MEMBER



# HOME DYNAMIC

**The Controller**



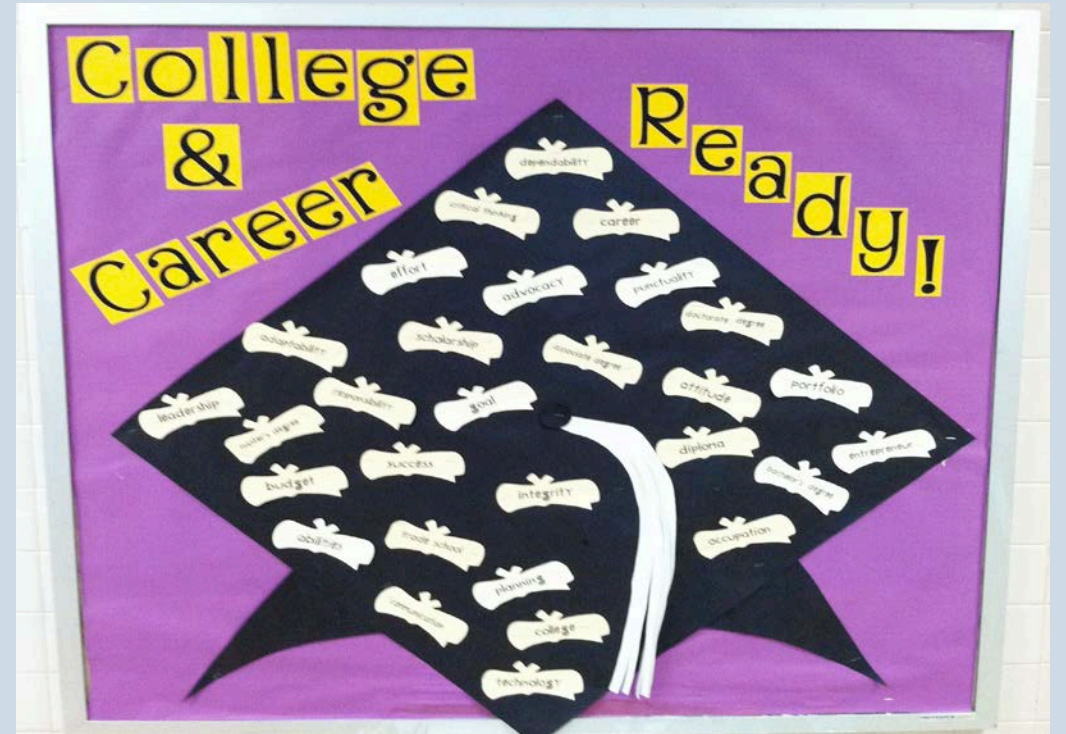
**The Controlled**



# THE STANDOFF



# PREPARING STUDENTS FOR COLLEGE & CAREER READY POSTSECONDARY



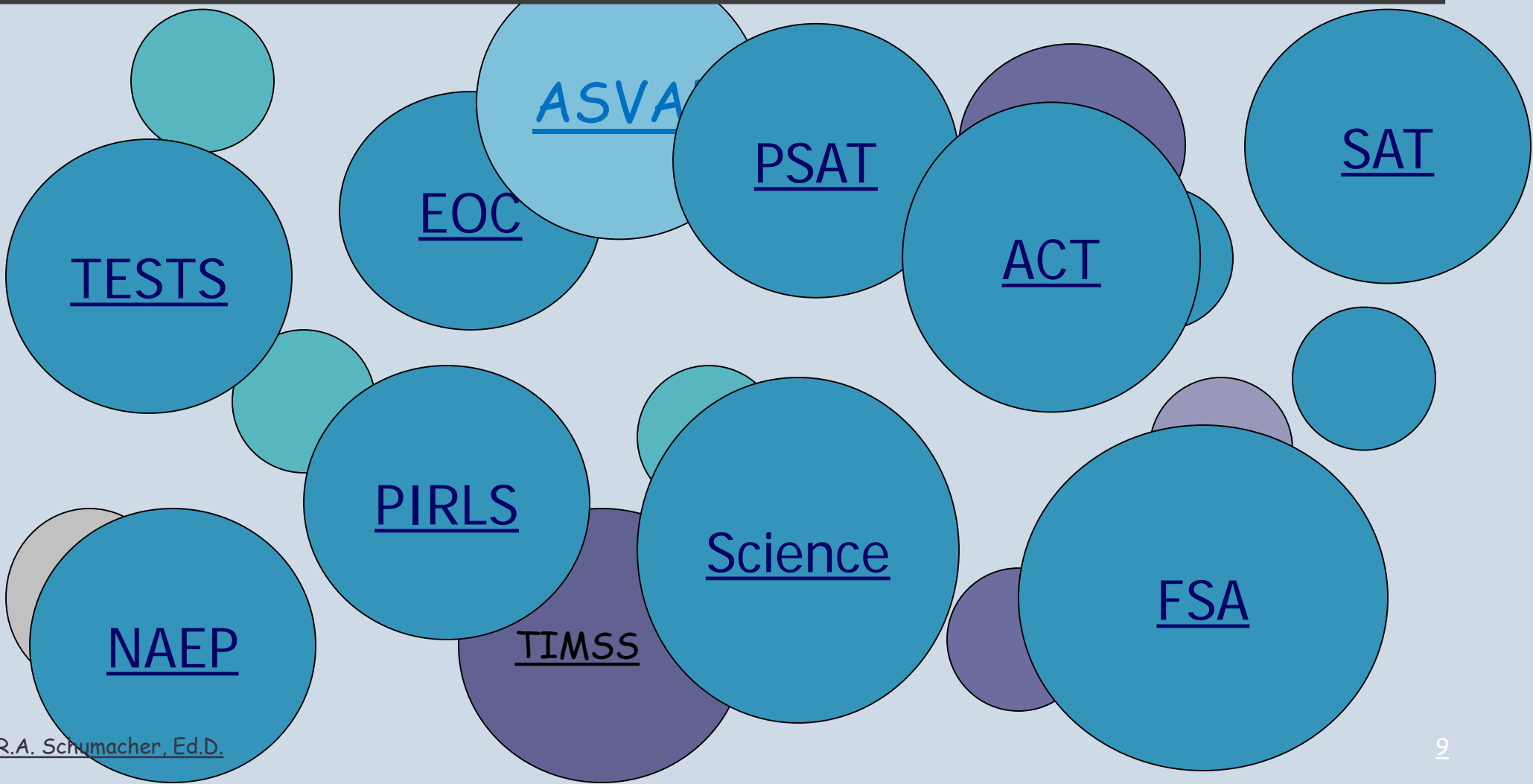


WHAT FACTORS DO WE TEND TO  
EMPHASIZE FOR COLLEGE & CAREER  
READY?

Academic Achievement  
Course Placements  
**GRADES**



# TESTS



# CLOSING THE INFORMATION GAP

financial aid

**FAFSA**

**Scholarships**

**Loans**

**Grants**

career tools

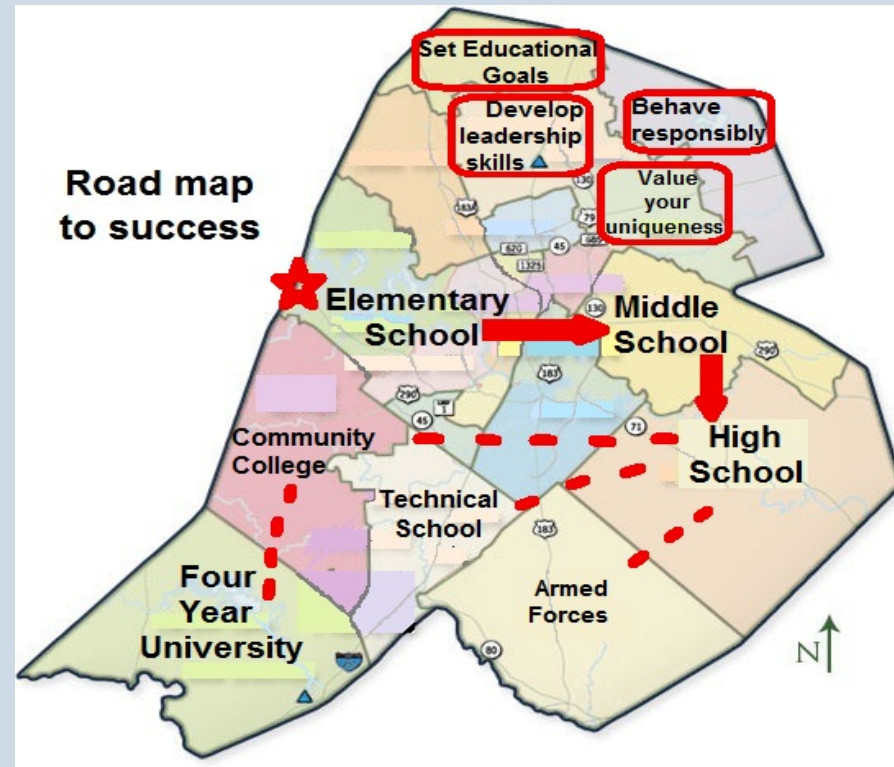
MyCareerShines

**FLLaunchMyCareer**

**School Selection and Application Process**

# C(P)CR IS A PROCESS

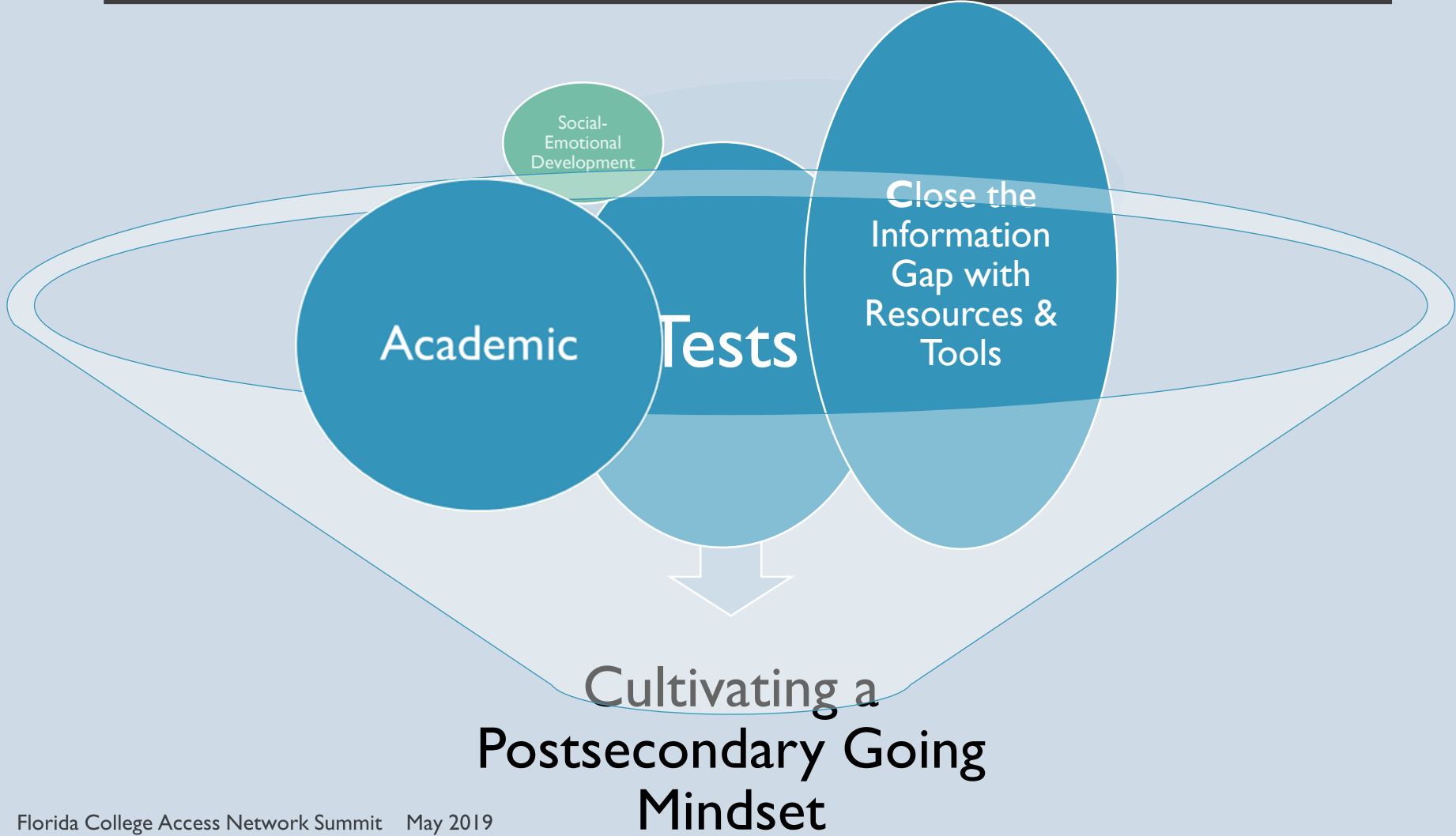
**starts in  
elementary**



# ELEMENTARY

- Curriculum = Pawsland ideal for elementary
- Career Fairs – variety of models to deliver
- Decorate classrooms via colleges
- Infused in curriculum
  - math – select a school in the NCAA Tournament and study/report on stats
  - learn about the college
- Pen Pals with college students; then a tour to campus and spending a day w/pal

# CCR IS A PROCESS

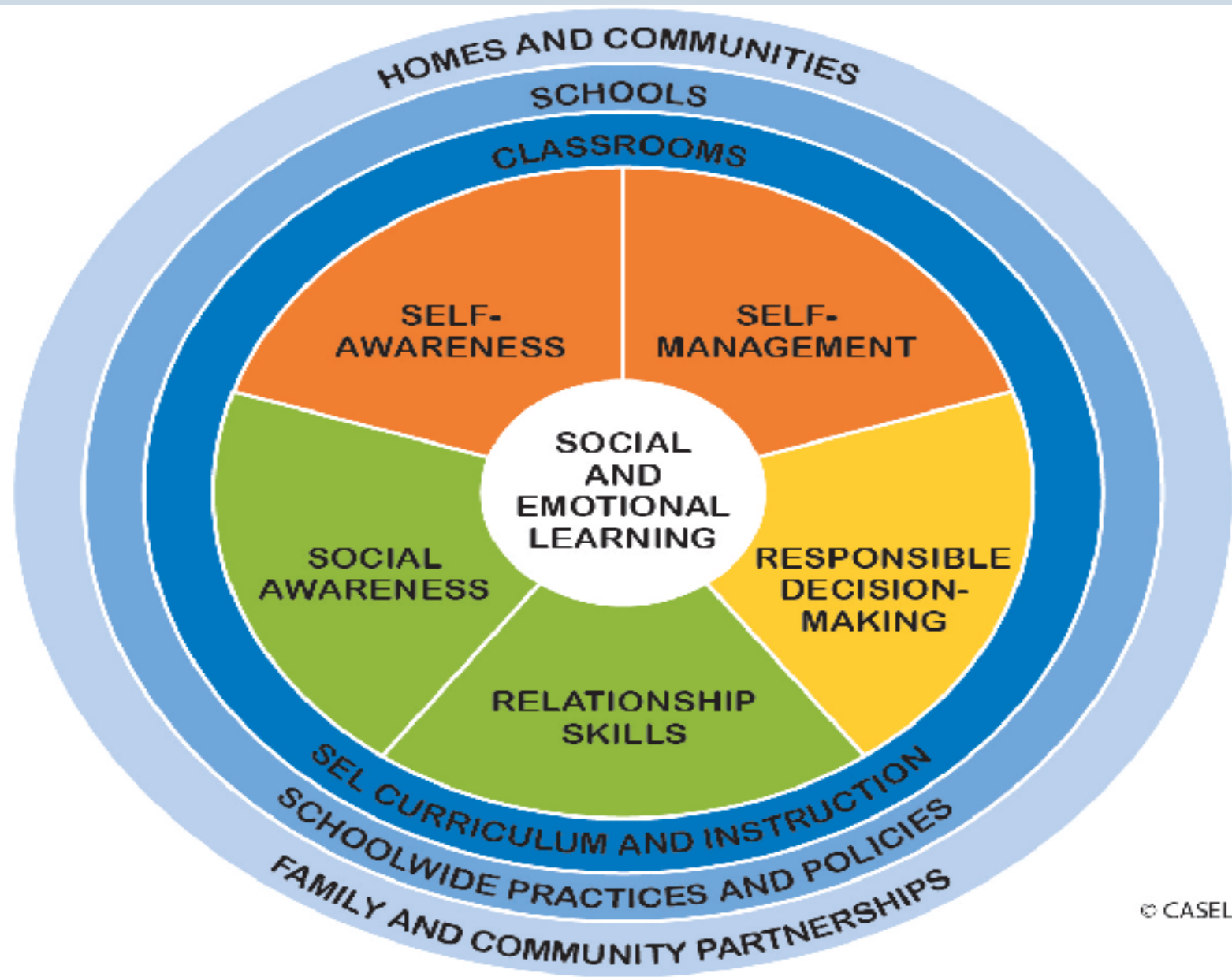


## SO WHAT IS SOCIAL~EMOTIONAL DEVELOPMENT

- ...”creativity, critical thinking, resilience, motivation, persistence, curiosity, endurance, reliability, enthusiasm, empathy, self-awareness, self-discipline, leadership, civic-mindedness, courage, compassion, resourcefulness, sense of beauty, sense of wonder, honesty, integrity.” CASEL: <https://casel.org/what-is-sel/>

Systemic SEL is promoted across multiple contexts every day. SEL is more than just a program or lesson. It is about how teaching and learning happens, as well as what you teach and where you learn. CASEL's widely used framework identifies five core competencies that when prioritized across settings – districts, schools, classrooms, families, and the wider community – can educate hearts, inspire minds, and help students navigate the world more effectively.

CASEL





## CORE COMPETENCIES

### **Self-awareness:**

Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

### **Self-management:**

Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

## CORE COMPETENCIES

### **Social awareness:**

Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

### **Relationship skills:**

Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

## COMPETENCY #5

### **Responsible decision-making:**

Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

These competencies are an ingrained part of the way students and adults interact both in the classroom and out of it, and helps provide children with equitable, supportive, and welcoming learning environments.

# *GoStrengths! Benefits*

## GAINS

- \*Emotional Regulation
- \*Classroom Engagement
- \*Resilience
- \*Self-confidence
- \*Academic Achievement



## REDUCED RISKS

- \*Conduct Problems
- \*Emotional Distress
- \*Negative Thinking

[www.GoStrengths.com](http://www.GoStrengths.com)

# SEL RICH WITH IMPACT AND RESULTS

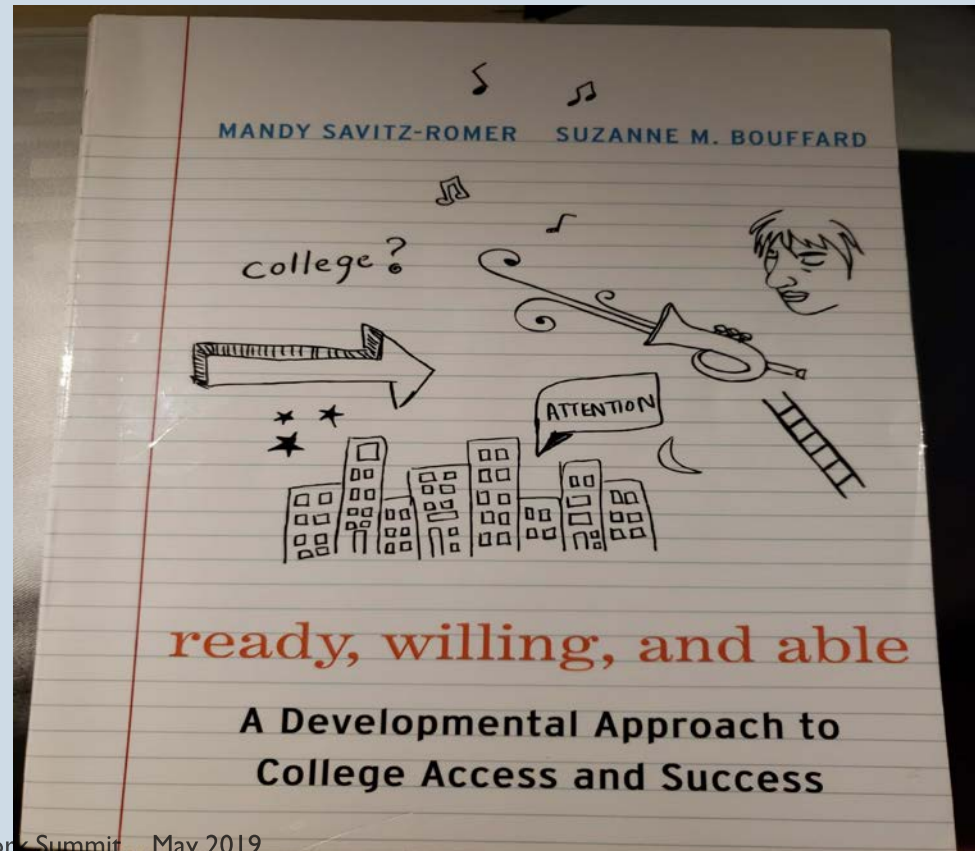
<https://casel.org/impact/>

## RESOURCES ~ PROGRAMS FOR SEL

- CASEL
- Sanford Harmony
- Second Step

Not an extensive list but these are the major three

# MUST READ ~ SUMMER READING?



**ready, willing, and able**

**A Developmental Approach to  
College Access and Success**

# CHALLENGES

- Despite increased recognition, interest, and efforts to support and prepare ALL STUDENTS, there are challenges.

- **I. Narrow focus to meet all needs.**

Working with students vs. developing a college going culture by ALL in the school

The message of our Keynote Luncheon speaker yesterday – students experiencing poverty

- **II. Programs that reach ALL**

Those who “could” succeed but don’t reach out for lack of envisioning themselves as ‘college-going’.



# CHALLENGES

- **III. Sufficient training of professionals and settings to provide the services.**

# DEVELOPMENTAL KEY PROCESSES

## ***Identity Development***

Support students so they see themselves as “college” going.

### **Action**

Mentors – groups like them if of color

Discovering “self” Who am I?

Conversations about race, income, what is possible

Look at School Policy – Practices that inhibit or support

- ***Self Concept & Aspirations***
- Support so students see themselves having the skills, abilities to success as a college student
- **ACTION**
- Build on skills and values for success

# DEVELOPMENTAL KEY PROCESSES

## ***Motivation & Goal Setting***

Discover what a student is motivated for and why

Discovering values and what creates success and failures and discussing these

Making meaning of experiences

## **ACTION**

Stress value of effort rather than ability

- ***Self-Regulatory Skills***
- Managing thoughts, emotion and behaviors to attain goals.
- **ACTION**
- Teach self-regulatory skills, ways to minimize distractions
- Help develop skills to identify barriers and develop strategies to overcome

## THE IMPORTANT STEP...

Is to always connect conversations and discussions back to how this works in the future and any postsecondary endeavors.

AND BECAUSE WE ARE SCHOOL  
COUNSELORS

How are students different because of the work of school counselors?

# School Counselors THE KEY to STUDENT SUCCESS

School counselors improve  
three key factors of student success:



College readiness



Academic outcomes



Social-emotional skills



## College Readiness

**High school graduation rates increase from**



after schools implement the American School Counselor Association's National Model.

**Four-year college enrollment rates increase from**



when an additional high school counselor is hired.

**Students who work with a school counselor before 10th grade are**

**2-3½X**  
MORE LIKELY TO APPLY TO COLLEGE

**Students with access to college guidance have**

**10%**  
HIGHER COLLEGE APPLICATION RATES



## Academic Outcomes

Schools with one counselor for every 250 students or less have:

**91%**  
GRADUATION RATES

**94%**  
ATTENDANCE RATES

**2%**  
DISCIPLINE ISSUE RATES

**Small-group counseling**  
improves elementary school students' failing grades by

**83%**





## Social-Emotional Skills

Programs led by school counselors improve the ability of students in five important areas:



### COGNITION

By employing memory and learning strategies



### ATTITUDE

By building healthy optimism and self-efficacy



### SELF-REGULATION

By managing attention, anxiety, motivation, and anger



### BEHAVIOR

By setting goals, monitoring progress, and selecting healthy activities



### SOCIAL

By creating a caring, supportive, and encouraging classroom environment

IF YOU ARE NOT EXPERIENCING  
THIS IN YOUR SCHOOLS

Ask why

# AN ADDITIONAL SUMMER READING

ERIC JENSEN

TEACHING WITH  
**poverty**  
IN MIND



What Being Poor  
Does to Kids' Brains and  
What Schools Can Do About It

Scanned by CamScanner



Glad you joined us today



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